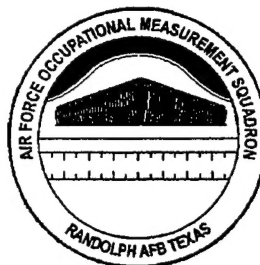




**UNITED STATES
AIR FORCE**



OCCUPATIONAL SURVEY REPORT

**SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE)
TRAINING**

AFSC 1T0X1

OSSN: 2393

MAY 2000

**OCCUPATIONAL ANALYSIS PROGRAM
AIR FORCE OCCUPATIONAL MEASUREMENT SQUADRON
AIR EDUCATION AND TRAINING COMMAND
1550 5TH STREET EAST
RANDOLPH AFB, TEXAS 78150-4449**

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

DTIC QUALITY INSPECTED 4

20000717 061

DISTRIBUTION FOR AFSC 1T0X1 OSR

	<u>OSR</u>	<u>ANL</u> <u>EXT</u>	<u>TNG</u> <u>EXT</u>
AFOMS/OMDQ	1		
AFOMS/OMYXI	10		5
AL/HRMM	2		
AL/HRTE	1		1
CCAF/DFAX	1		
DEFENSE TECHNICAL INFORMATION CENTER	2		
HQ AETC/DOO	1		
HQ AETC/DOF	2		1
HQ ACC/DPPT	3		3
HQ AETC/DPSE	3		3
HQ AFMC/DPEE	3		3
HQ AFPC/DPAAD3	1		
HQ AFPC/DPPAC	1		
HQ PACAF/DPPET	3		3
86 MSS/DPMAT	3		3
HQ USAF/XOOP	1		1
HQ USMC/STANDARDS BRANCH	1		
336 TRSS/OSFT (2505 SOUTH DENVER ST, FAIRCHILD AFB WA 99011-8648, ATTN: MR. YOUNG)	3	1	3

TABLE OF CONTENTS

	<u>PAGE NUMBER</u>
PREFACE	vii
SUMMARY OF RESULTS	ix
INTRODUCTION	1
Background	1
SURVEY METHODOLOGY	2
Inventory Development	2
Survey Administration	2
Survey Sample	3
Task Factor Administration	4
SPECIALTY JOBS	6
Overview of Specialty Jobs	6
Group Descriptions	7
ANALYSIS OF DAFSC GROUPS	13
Skill-Level Descriptions	13
Summary	14
TRAINING ANALYSIS	24
First-Job Personnel	24
First-Enlistment Personnel	24
Training Emphasis (TE) and Task Difficulty (TD) Data	30
Specialty Training Standard (STS)	33
JOB SATISFACTION ANALYSIS	35
IMPLICATIONS	39

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS
(Tables, Figures, Appendices)

	<u>PAGE NUMBER</u>
TABLE 1 COMMAND DISTRIBUTION OF AFSC 1T0X1 PERSONNEL	3
TABLE 2 PAYGRADE DISTRIBUTION OF SURVEY SAMPLE	4
TABLE 3 RELATIVE PERCENT TIME SPENT ON DUTIES BY SPECIALTY JOBS	11
TABLE 4 SELECTED BACKGROUND DATA FOR SPECIALTY JOBS	12
TABLE 5 DISTRIBUTION OF DAFSC GROUP MEMBERS ACROSS SPECIALTY JOBS (PERCENT RESPONDING).....	15
TABLE 6 RELATIVE PERCENT TIME SPENT ON DUTIES BY DAFSC GROUPS	16
TABLE 7 REPRESENTATIVE TASKS PERFORMED BY 1T031 PERSONNEL.....	17
TABLE 8 REPRESENTATIVE TASKS PERFORMED BY 1T051 PERSONNEL.....	18
TABLE 9 TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T031 AND 1T051 PERSONNEL (PERCENT MEMBERS PERFORMING).....	19
TABLE 10 REPRESENTATIVE TASKS PERFORMED BY 1T071 PERSONNEL.....	20
TABLE 11 TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T051 AND 1T071 PERSONNEL (PERCENT MEMBERS PERFORMING).....	21
TABLE 12 REPRESENTATIVE TASKS PERFORMED BY 1T091 AND 1T000 PERSONNEL.....	22
TABLE 13 TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T071 AND 1T091/1T000 PERSONNEL (PERCENT MEMBERS PERFORMING).....	23
TABLE 14 RELATIVE PERCENT TIME SPENT ON DUTIES BY FIRST-JOB PERSONNEL (1-24 MONTHS TAFMS)	26
TABLE 15 REPRESENTATIVE TASKS PERFORMED BY AFSC 1T0X1 FIRST- JOB PERSONNEL (1-24 MONTHS TAFMS)	27
TABLE 16 RELATIVE PERCENT TIME SPENT ON DUTIES BY FIRST- ENLISTMENT PERSONNEL (1-48 MONTHS TAFMS)	28

TABLE OF CONTENTS (CONTINUED)
(Tables, Figures, Appendices)

	<u>PAGE</u> <u>NUMBER</u>
TABLE 17 REPRESENTATIVE TASKS PERFORMED BY AFSC 1T0X1 FIRST-ENLISTMENT PERSONNEL (1-48 MONTHS TAFMS)	29
TABLE 18 TASKS RATED HIGHEST IN TRAINING EMPHASIS.....	31
TABLE 19 TASKS RATED HIGHEST IN TASK DIFFICULTY	32
TABLE 20 EXAMPLES OF TASKS NOT REFERENCED TO STS ELEMENTS WITH 20 PERCENT OR MORE MEMBERS PERFORMING.....	34
TABLE 21 COMPARISON OF JOB SATISFACTION INDICATORS BY TAFMS GROUPS (PERCENT MEMBERS RESPONDING).....	36
TABLE 22 COMPARISON OF CURRENT SURVEY AND PREVIOUS SURVEY TAFMS GROUPS (PERCENT MEMBERS RESPONDING).....	37
TABLE 23 COMPARISON OF JOB SATISFACTION INDICATORS BY SPECIALTY JOBS (PERCENT MEMBERS RESPONDING)	38
FIGURE 1 AFSC 1T0X1 CAREER LADDER SPECIALTY JOBS.....	7
FIGURE 2 DISTRIBUTION OF 1T0X1 FIRST-ENLISTMENT PERSONNEL ACROSS SPECIALTY JOBS	25
APPENDIX A SELECTED REPRESENTATIVE TASKS PERFORMED BY SPECIALTY JOB GROUPS.....	41

PREFACE

This report presents the results of an Air Force Occupational Survey of Survival, Evasion, Resistance, and Escape (SERE) Training career ladder, Air Force Specialty Code (AFSC) 1T0X1. Authority for conducting occupational surveys is contained in AFI 36-2623. Computer products used in this report are available for use by operations and training officials.

The survey instrument was developed by Mr. Michael F. Brosnan, who also analyzed the survey data and wrote the final report. Computer programming support was provided by Mr. Tyrone Hill while administrative support was provided by Ms. Dolores Navarro. This report has been reviewed and approved by Lt Col Roger W. Barnes, Chief, Airman Analysis Section, Occupational Analysis Flight, Air Force Occupational Measurement Squadron (AFOMS).

Copies of this report are distributed to Air Staff sections, major commands, and other interested training and management personnel. Additional copies are available upon request to AFOMS/OMYXI, 1550 5th Street East, Randolph Air Force Base, Texas 78150-4449, or by calling DSN 487-5543. For information on the Air Force occupational survey process or other on-going projects, visit our web site at <http://www.omsq.af.mil>.

JAMES M. COLLINS, Lt Col, USAF
Commander
Air Force Occupational Measurement Sq

JOSEPH S. TARTELL
Chief, Occupational Analysis Flight
Air Force Occupational Measurement Sq

THIS PAGE INTENTIONALLY LEFT BLANK

SUMMARY OF RESULTS

1. **Survey Coverage:** The Survival, Evasion, Resistance, and Escape (SERE) Training career ladder was surveyed to provide current job and task data for use in updating career ladder documents and training programs. Survey results are based on responses from 256 members accounting for 84 percent of the total population surveyed.
2. **Specialty Jobs:** One cluster and two independent jobs were identified in the career ladder structure analysis. The Survival and Evasion Cluster and Resistance and Escape Training Instructor Job are totally oriented toward technical task performance and account for 84 percent of the population. The remaining independent job is a Management and Supervision Job.
3. **Career Ladder Progression:** Career ladder progression for AFSC 1T0X1 is typical of most career ladders. Personnel at the 3- and 5-skill levels work in the technical jobs of the career ladder and spend most of their time on technical tasks. As incumbents move up to the 7-skill level, they begin to perform management and supervisory tasks but still spend some of their time performing the technical tasks of the career ladder. Nine-skill level and chief enlisted managers (CEMs) reflect an even stronger shift toward management and supervisory work.
4. **Training Analysis:** The current AFSC 1T0X1 Specialty Training Standard (STS) is supported by occupational survey report (OSR) data. However a few STS items warrant review of proficiency coding based on survey data. Some tasks not referenced to the STS should be reviewed to determine modifications that may be necessary to improve the effectiveness or efficiency of training.
5. **Job Satisfaction:** In general, job satisfaction among AFSC 1T0X1 personnel is high and much higher when compared to a comparative sample of similar AFSCs. Respondents for the cluster and specialty jobs responded very high to all job satisfaction indicators with the exception of the Management and Supervision Job.
6. **Implications:** Survey results indicate the present classification structure accurately portrays the jobs performed within this career ladder. The career ladder progression is somewhat typical of most AFSCs with the exception of 7-skill level members performing a high degree of technical tasks. Training documents warrant some review of proficiency coding. Job satisfaction ratings are higher than similar AFSCs.

THIS PAGE INTENTIONALLY LEFT BLANK

**OCCUPATIONAL SURVEY REPORT (OSR)
SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE) TRAINING
(AFSC 1T0X1)**

INTRODUCTION

This is a report of an occupational survey of the SERE Training career ladder conducted by the Air Force Occupational Measurement Squadron (AFOMS). The current SERE Training career ladder was created in October 1994. Survey data will be used to identify current utilization patterns among career ladder personnel and evaluate career ladder documents and training programs. The last OSR for the SERE Training career ladder was published in June 1997.

Background

As described in the AFMAN 36-2108, *Airman Classification, Specialty Description*, dated 31 Oct 99, SERE Training personnel develop, manage, and conduct SERE and personnel recovery (PR) programs, courses of instruction, and training activities. In addition, this career ladder manages and controls SERE and PR activities, and develops and instructs formal course curricula and continuation training programs for aircrew members and other designated personnel.

Personnel entering the AFSC 1T0X1 career ladder must attend the following prerequisite training courses before enrolling in the S-V81-A, Survival Training Instructor Course; S-V81-B, Survival Instructor Indoctrination Course; S-V80-A, Combat Survival Training Course; and S-V90A, Water Survival Training, Nonparachuting Course.

Entry into this career ladder currently requires an Armed Forces Vocational Aptitude Battery (ASVAB) score of General – 53 and a strength factor of “N” (Weight lift of 100 lbs).

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

SURVEY METHODOLOGY

Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory (JI) Occupational Survey Study Number (OSSN) 2393, dated August 1999. A tentative task list was prepared after reviewing pertinent career ladder publications and directives, pertinent tasks from the previous survey instrument, and data from the last OSR. The preliminary task list was refined and validated through personal interviews with 12 subject-matter experts (SMEs) at the following training location and operational installation:

<u>BASE</u>	<u>UNIT VISITED</u>
Fairchild AFB WA	336 TRSS
Hurlburt Field FL*	16 OSS

*Members from Langley AFB VA, Nellis AFB NV, Eglin AFB FL, and Little Rock AFB AR were also interviewed during this site visit.

The resulting JI contains a comprehensive listing of 345 tasks grouped under 14 duty headings, and a background section requesting such information as grade, base, MAJCOM assigned, organizational level, job title, functional area, work schedule, number of days on temporary duty (TDY) in support of contingencies, number of exercises participated in, Microsoft Office products used, number of roughland evacuations performed, number of parachute jumps performed, and courses completed.

Survey Administration

From August - November 1999, eligible AFSC 1T0X1 personnel worldwide were asked to fill out the job inventory via the internet. Job incumbents were selected from a computer-generated mailing list obtained from personnel data tapes maintained by the Air Force Personnel Center, Randolph AFB TX. Each individual who completed the inventory first completed an identification and biographical information section and then checked each task performed in his or her current job. After checking all tasks performed, each member then rated each of these tasks on a 9-point scale, showing relative time spent on that task, as compared to all other tasks checked. The ratings ranged from 1 (very small amount time spent) through 5 (about average time spent) to 9 (very large amount time spent). To determine relative time spent for each task checked by a respondent, all of the incumbent's ratings are assumed to account for 100 percent of his or her time spent on the job and are summed. Each task rating is then divided by the total task ratings and multiplied by 100 to provide a relative percentage of time for each task. This procedure provides a basis for comparing tasks in terms of both percent members performing and average percent time spent.

Survey Sample

Personnel were selected to participate in this survey to ensure an accurate representation across major commands (MAJCOMs) and military paygrade groups. All eligible AFSC 1T0X1 personnel were asked to complete the survey via the internet. Table 1 reflects the percentage distribution, by MAJCOM, of assigned AFSC 1T0X1 personnel as of August 1999. The 256 respondents in the final sample represent 75 percent of the total assigned personnel and 84 percent of the total personnel surveyed. Table 2 reflects the paygrade distribution for these AFSC 1T0X1 personnel.

TABLE 1

COMMAND DISTRIBUTION OF AFSC 1T0X1 PERSONNEL

COMMAND	PERCENT OF ASSIGNED*	PERCENT OF SAMPLE
AETC	77	74
ACC	6	9
AFMC	4	4
PACAF	3	3
USAFE	1	2
OTHERS	9	8

TOTAL ASSIGNED* = 342

TOTAL SURVEYED** = 305

TOTAL IN SURVEY SAMPLE = 256

PERCENT OF ASSIGNED IN SAMPLE = 75%

PERCENT OF SURVEYED IN SAMPLE = 84%

* Assigned strength as of August 1999

** Excludes personnel in PCS, student, or hospital status, or less than 6 weeks on the job

TABLE 2
PAYGRADE DISTRIBUTION OF SURVEY SAMPLE

GRADE	PERCENT OF ASSIGNED*	PERCENT OF SAMPLE
E-1 - E-3	14	12
E-4	26	28
E-5	27	28
E-6	17	16
E-7	14	13
E-8	1	2
E-9	**	**

* Assigned strength as of August 1999

** Denotes less than 1 percent

Both Command and Paygrade distribution of the survey sample are close to the percent assigned. This indicates the sample is a true representation of the career ladder population.

Task Factor Administration

Job descriptions alone do not provide sufficient data for making decisions about career ladder documents or training programs. Task factor information is needed for a complete analysis of the career ladder. To obtain the needed task factor data, selected senior AFSC 1T0X1 personnel (generally E-6 or E-7 craftsmen) also completed a second survey for either training emphasis (TE) or task difficulty (TD) via the internet. These surveys were processed separately from the JIs. This information is used in a number of different analyses discussed in more detail within the report.

Training Emphasis (TE): TE is a rating of the amount of emphasis that should be placed on tasks in entry-level training. The 34 senior NCOs who completed a TE survey were asked to select tasks they felt require some sort of structured training for entry-level personnel and then indicate how much training emphasis these tasks should receive, from 1 (extremely low emphasis) to 9 (extremely high emphasis). Structured training is defined as training provided at resident training schools, field training detachments (FTD), mobile training teams (MTT), formal on-the-job-training (OJT), or any other organized training method. Interrater agreement for these 34 raters was acceptable. The average TE rating was 4.28, with a standard deviation of 2.33. Any task with a TE rating of 6.61 or above is considered to have high TE.

Task Difficulty (TD): TD is an estimate of the amount of time needed to learn how to do each task satisfactorily. The 35 senior NCOs who completed TD surveys were asked to rate the difficulty of each task using a 9-point scale (extremely low to extremely high). Interrater reliability was acceptable. Ratings were standardized so tasks have an average difficulty of 5.00 and a standard deviation of 1.00. Any task with a TD rating of 6.00 or above is considered to be difficult to learn.

When used in conjunction with the primary criterion of percent members performing, TE and TD ratings can provide insight into the first-enlistment personnel training requirements. Such insights may suggest a need for lengthening or shortening portions of instruction supporting entry-level jobs.

SPECIALTY JOBS

The first step in the analysis process is to identify the structure of the career ladder in terms of the jobs performed by the respondents. The Comprehensive Occupational Data Analysis Program (CODAP) assists by creating an individual job description for each respondent based on the tasks performed and relative amount of time spent on these tasks. The CODAP automated job clustering program then compares all the individual job descriptions, locates the two descriptions with the most similar tasks and time spent ratings, and combines them to form a composite job description. In successive stages, CODAP either adds new members to this initial group, or forms new groups based on the similarity of tasks and time spent ratings.

The basic group used in the hierarchical clustering process is the Job. When two or more jobs have a substantial degree of similarity, in tasks performed and time spent on tasks, they are grouped together and identified as a Cluster. The structure of the career ladder is then defined in terms of jobs and clusters of jobs.

Overview of Specialty Jobs

Based on the analysis of tasks performed and the amount of time spent performing each task, one cluster and two independent jobs were identified within the career ladder. Figure 1 illustrates the cluster and jobs performed by AFSC 1T0X1 personnel.

A listing of these jobs and clusters is provided below. The stage (STG) number shown beside each title references computer printed information. The letter "N" indicates the number of personnel in each group.

- I. SURVIVAL AND EVASION CLUSTER (STG014, N=180)
 - A. GLOBAL TRAINING INSTRUCTOR JOB (STG046, N=10)
 - B. SURVIVAL AND EVASION INSTRUCTOR JOB (STG031, N=133)
 - C. SURVIVAL AND EVASION NCOIC JOB (STG036, N=11)
 - D. OPEN SEAS SURVIVAL TRAINING INSTRUCTOR JOB (STG022, N=22)
- II. MANAGEMENT AND SUPERVISION JOB (STG017, N=20)
- III. RESISTANCE AND ESCAPE TRAINING INSTRUCTOR JOB (STG016, N=35)

The respondents forming these jobs and cluster account for 92 percent of the survey sample. The remaining 8 percent, for one reason or another, did not group into one of these jobs or clusters. Examples of job titles for these personnel include OJT Trainer, Wing SERE Specialist, Command Post Manager, and Logistics Manager.

AFSC 1T0X1 CAREER LADDER SPECIALTY JOBS
(N = 256)

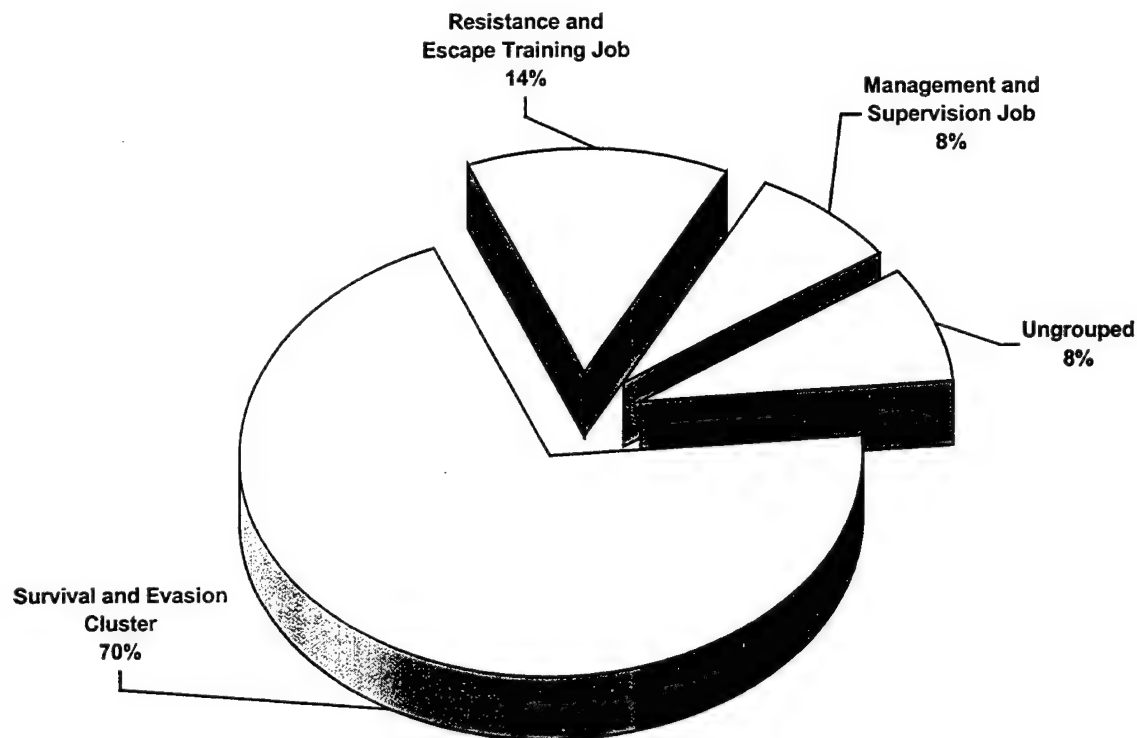


FIGURE 1

Group Descriptions

The following paragraphs contain brief descriptions of the cluster and independent jobs identified through the career ladder structure analysis. Table 3 presents the relative time spent on duties by members of the cluster and specialty jobs. Selected background data for the cluster and jobs are provided in Table 4. Representative tasks for all the groups are contained in Appendix A.

I. SURVIVAL AND EVASION CLUSTER (STG014). The 180 airmen performing within this cluster (70 percent of the survey sample) represent the core of the career ladder. They spend 48 percent of their time conducting Global Survival and Evasion Training tasks of Duties C and I (Table 3). The average number of tasks performed by this group is 148, the highest of any other job, indicating their diversity in performing the core SERE Training duties. Within this

cluster, four distinct jobs were found: Global Training Instructor Job, Survival and Evasion Instructor Job, Survival and Evasion NCOIC Job, and Open Seas Survival Training Instructor Job. In addition, all members in the survey sample holding DAFSC 1T031 work in this cluster. Distinctive tasks performed include:

- Conduct training on location and procurement of water in global environments
- Conduct training on storage of water in global environments
- Conduct training on preparation of water in global environments
- Conduct training on guiding recovery forces in global environments, other than under evasion conditions
- Conduct training on location and procurement of food in global environments
- Conduct training on factors which affect psychological aspects of survival
- Conduct training on methods used to combat psychological stress
- Conduct training on emotional reactions to psychological aspects of survival
- Conduct training on methods of personnel recovery
- Conduct training on guiding recovery forces under evasion conditions
- Conduct training on use of aircrew signaling devices under evasion conditions
- Conduct training on cover and concealment techniques under evasion conditions

Sixty-six percent of these airmen hold the 5-skill level and 19 percent the 7-skill level. These members average 7 1/2 years in the career field and 9 years Total Active Federal Military Service (TAFMS). The predominant paygrades of this core cluster are E-4 and E-5.

The four distinct jobs within this cluster are separated by the type and frequency of the tasks performed.

The **Global Training Instructor Job** is defined by 54 percent of these members conducting Global Survival Training of Duty C. These 10 members account for 6 percent of the Survival and Evasion Cluster. Tasks which differentiate this job from the other jobs found in this cluster include: conducting training on tying knots, conducting training on tying lashes, conducting training on fire ignition devices, and conducting training on sanitation procedures in global environments.

The **Survival and Evasion Instructor Job** accounts for 74 percent of the cluster and are defined by conducting the Global Survival and Evasion Training of Duties C and I. Tasks which differentiate this job from the other jobs found in this cluster include: conducting training on use of COLDER principle in global environments, conducting training on five phases of evasion, conducting training on locating recovery sites under evasion conditions, and conducting training on guiding recovery forces under evasion conditions.

The **Survival and Evasion NCOIC Job** accounts for 6 percent of the cluster, and is defined by the large amount of time spent performing the management and supervisory tasks of Duty L. Tasks which differentiate this job from the other jobs found in this cluster included: investigating accidents or incidents, interpreting policies, directives, or procedures for

subordinates, initiating requests for TDY orders, and identifying and reporting equipment or supply problems.

The **Open Seas Survival Training Instructor Job** is defined by the high percentage of these members conducting open seas survival training of Duty D. These 22 members perform an average of 114 tasks. Tasks which differentiate this job from the other jobs found in this cluster include: conducting training on life raft boarding procedure in open sea environments, conducting training on use of multiplace survival rafts, conducting training on methods of travel in open sea environments, and conducting training use of single-place life rafts.

II. MANAGEMENT AND SUPERVISION JOB (STG017). The 20 airmen forming this job (8 percent of the survey sample) perform an average of 60 tasks and are distinguished by the 49 percent of their time spent performing the Management and Supervisory tasks of Duty L. They spend another 32 percent of their time performing the Instructor tasks of Duty B. Typical tasks performed by these job incumbents include:

- Determine or establish work assignments or priorities
- Develop or establish work schedules
- Conduct self-inspections or self assessments
- Evaluate effectiveness of training procedures
- Develop or establish logistics requirements
- Counsel subordinates concerning personal matters
- Advise staff or unit personnel on on-the-job (OJT) matters
- Write recommendations for awards or decorations
- Establish performance standards for subordinates
- Evaluate personnel for compliance with performance standards
- Inspect personnel for compliance with military standards
- Conduct OJT

The predominant paygrade of this job is E-7, averaging 16½ years in the career field and almost 18 years TAFMS. Sixty percent hold the 7-skill level with 80 percent supervising others.

III. RESISTANCE AND ESCAPE TRAINING INSTRUCTOR JOB (STG016). The 35 airmen forming this job (14 percent of the survey sample) are distinguished by the 44 percent of their time spent conducting Resistance and Escape Training of Duty J. They average only 70 tasks performed, indicating their limited exposure to the many tasks performed by the core of the career ladder. Representative tasks performed by these job incumbents include:

- Conduct training on role playing during captivity
- Conduct training on use of resistance techniques during interrogations
- Conduct training on establishment of individual resistance postures
- Conduct training on captor objectives for exploiting prisoners of war (PWs)

- Conduct training on use of resistance techniques during propaganda efforts
- Conduct training on captor methods for exploiting PWs
- Conduct training on interrogation process
- Conduct training on use of Code of Conduct during captivity
- Conduct training on use of Geneva Conventions during captivity
- Conduct training on combat captivity conditions
- Conduct training on organizing individual needs in captivity

The predominant paygrade is E-5 with 40 percent reporting they supervise others. Sixty-nine percent hold the 5-skill level, while 31 percent hold the 7-skill level. The members of this job average over 10 years in the career field and over 12 years TAFMS.

TABLE 3

RELATIVE PERCENT TIME SPENT ON DUTIES BY SPECIALTY JOBS

DUTIES	Survival and Evasion Cluster (STG014) (N=180)	Mgmt and Supv Job (STG017) (N=20)	Resistance and Escape Job (STG016) (N=35)
	1	2	5
A PERFORMING GENERAL SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE) ACTIVITIES	9	32	15
B PERFORMING INSTRUCTOR ACTIVITIES	28	0	3
C CONDUCTING GLOBAL SURVIVAL TRAINING	9	1	0
D CONDUCTING OPEN SEAS SURVIVAL TRAINING	1	0	0
E CONDUCTING UNDERWATER EGRESS TRAINING	4	5	1
F CONDUCTING EMERGENCY PARACHUTING AND POST-EGRESS TRAINING	9	0	1
G CONDUCTING MEDICAL TRAINING	1	0	0
H CONDUCTING ROUGHLAND TRAVEL AND EVACUATION TRAINING	20	0	3
I CONDUCTING EVASION TRAINING	2	0	44
J CONDUCTING RESISTANCE AND ESCAPE TRAINING	3	1	3
K PERFORMING OPERATIONS SUPPORT AND TRAINING ACTIVITIES	8	49	17
L PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	2	7	5
M PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER (TO) SYSTEM ACTIVITIES	3	3	3
N PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES			

TABLE 4

SELECTED BACKGROUND DATA FOR SPECIALTY JOBS

	Survival and Evasion Cluster (STG014)	Mgmt and Supv Job (STG017)	Resistance and Escape Job (STG032)
NUMBER IN GROUP	180	20	35
PERCENT OF SAMPLE	70%	8%	14%
PERCENT IN CONUS	87%	90%	91%
DAFSC DISTRIBUTION:			
1T031	13%	0%	0%
1T051	66%	15%	69%
1T071	19%	60%	31%
1T091/00	2%	25%	0%
PREDOMINANT GRADE(S)	E-4 - E-5	E-7	E-5
AVERAGE MONTHS IN CAREER FIELD	90	200	123
AVERAGE MONTHS TAFMS	109	214	147
PERCENT IN FIRST ENLISTMENT (1-48 MOS TAFMS)	34%	0%	15%
PERCENT SUPERVISING	34%	80%	40%
AVERAGE NUMBER OF TASKS PERFORMED	148	60	70

ANALYSIS OF DAFSC GROUPS

An analysis of DAFSC groups, in conjunction with the analysis of the career ladder structure, is an important part of each occupational survey. The DAFSC analysis identifies differences in tasks performed at the various skill levels. This information may then be used to evaluate how well career ladder documents, such as the AFMAN 36-2108 *Airman Classification, Specialty Description* and the Career Field Education and Training Plan (CFETP), reflect what career ladder personnel are actually doing in the field.

The distribution of skill-level groups across the career ladder jobs and cluster is displayed in Table 5, while Table 6 offers another perspective by displaying the relative percent time spent on each duty across skill-level groups. A typical pattern of progression is noted within the AFSC 1T0X1 career ladder. Personnel at the 3- and 5-skill levels work in the technical jobs of the career ladder and spend most of their time on technical tasks. As incumbents move up to the 7-skill level they begin to perform management and supervisory tasks but still spend some of their time performing the technical tasks of the career ladder. However, the majority of the management and supervisory tasks are performed by the 9-skill level members and CEMs.

Skill-Level Descriptions

DAFSC 1T031: Representing 9 percent of the survey sample, these 23 airmen perform an average of 115 tasks. All members of this group work in the Survival and Evasion Cluster (see Table 5).

Table 6 reflects the percent time spent on duties by DAFSC 1T031 personnel. At the 3-skill level, most their time is spent on performing Global Survival Training and Evasion Training of Duties C and I. Representative tasks performed by these members are listed in Table 7.

DAFSC 1T051: The 158 members of this group account for 62 percent of the survey sample (largest DAFSC in the survey) and perform an average of 123 tasks. Seventy-six percent work in the Survival and Evasion Cluster (see Table 5).

Table 6 provides a comparison of the relative time spent on duties at the 5-skill level. This table reflects a different pattern compared to the tasks performed by the 3-skill level members. This group tends to perform a more even distribution of the technical tasks of the career ladder. As shown in this table, 5-skill level personnel begin to perform the supervisory tasks of Duty L.

Tables 8 lists representative tasks performed by these DAFSC 1T051 personnel. Table 9 reflects those tasks which best differentiate the 3-skill levels from the 5-skill levels. This table shows the 3-skill levels perform technical task related to Global Survival Training more frequently than the 5-skill levels, while the 5-skill levels perform supervisory tasks performed by a small number of 3-skill levels.

DAFSC 1T071: These 67 members perform an average of 120 tasks and represent 26 percent of the survey sample. Table 5 shows the highest percentage of members are in the Survival and Evasion Cluster, while 18 percent perform in the Management and Supervision Job and 16 percent perform in the Resistance and Escape Training Instructor Job.

Table 6 reflects the percent time spent on duties by DAFSC 1T071 members. The 7-skill level members spend less time performing the technical tasks of Duties A and B through K, compared to the 3- and 5-skill level members, while the 7-skill levels spend much more time performing instructor, and management and supervisory tasks.

Representative tasks performed by 7-skill level members are reflected in Tables 10. Table 11 reflects tasks which best differentiate between 5- and 7-skill levels. This table clearly shows the much higher devotion to management and supervisory tasks at the 7-skill level than the 5-skill level.

DAFSC 1T091/00: These 8 members perform an average of 110 tasks and represent only 3 percent of the survey sample. Table 5 shows that the highest percentage of these members are in the Management and Supervision Job.

Table 6 reflects the percent time spent on duties by these senior NCOs. As shown in this table, these senior NCOs spend the majority of their time performing the management and supervisory tasks of Duty L.

Representative tasks performed by these members are reflected in Table 12. Table 13 shows which tasks best differentiate between 7- and 9-skill levels and CEMs. The key difference is the larger amount of time spent on the management and supervisory tasks.

Summary

Progression in the SERE Training career ladder follows a regular pattern of highly technical job focus at the lower skill levels, with a broadening into management and supervision at the 7-skill level through the CEMs. An emphasis is clearly seen in performing the core job of SERE Training Instructor at the 3-skill level, with some broadening into the management and supervision activities at the 5-skill level. Members at the 7-skill level begin to shift more into the management and supervision job but still spend a great deal of time performing the technical tasks of the career ladder. The 9-skill level and CEMs are primarily managers and supervisors of the career ladder.

TABLE 5

DISTRIBUTION OF DAFSC GROUP MEMBERS ACROSS SPECIALTY JOBS
(PERCENT RESPONDING)

<u>SPECIALTY JOBS</u>	1T031 (N=23)	1T051 (N=158)	1T071 (N=67)	1T091/00 (N=8)
I. SURVIVAL AND EVASION CLUSTER	100	76	52	25
II. MANAGEMENT AND SUPERVISION JOB	0	2	18	63
III. RESISTANCE AND ESCAPE TRAINING INSTRUCTOR JOB	0	15	16	0
NOT GROUPED	0	7	14	12

TABLE 6

RELATIVE PERCENT TIME SPENT ON DUTIES BY DAFSC GROUPS

DUTIES					
	1T031 (N=23)	1T051 (N=158)	1T071 (N=67)	1T091/00 (N=8)	
A PERFORMING GENERAL SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE) ACTIVITIES	1	3	3	2	
B PERFORMING INSTRUCTOR ACTIVITIES	5	11	17	21	
C CONDUCTING GLOBAL SURVIVAL TRAINING	42	22	10	3	
D CONDUCTING OPEN SEAS SURVIVAL TRAINING	2	8	5	3	
E CONDUCTING UNDERWATER EGRESS TRAINING	*	1	*	*	
F CONDUCTING EMERGENCY PARACHUTING AND POST EGRESS TRAINING	1	4	4	3	
G CONDUCTING MEDICAL TRAINING	10	8	4	1	
H CONDUCTING ROUGH/LAND TRAVEL AND EVACUATION TRAINING	*	1	1	0	
I CONDUCTING EVASION TRAINING	32	14	9	4	
J CONDUCTING RESISTANCE AND ESCAPE TRAINING	1	10	6	3	
K PERFORMING OPERATIONS SUPPORT AND TRAINING ACTIVITIES	3	3	4	3	
L PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	*	9	26	48	
M PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER (TO) ACTIVITIES	*	2	6	5	
N PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES	1	4	4	3	

“*” indicates less than 1 percent

TABLE 7

REPRESENTATIVE TASKS PERFORMED BY 1T031 PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING (N=23)
I0206	Conduct training on navigation under evasion conditions	100
I0218	Conduct training on use of fire to satisfy needs under evasion conditions	100
I0219	Conduct training on use of improvised signals under evasion conditions	100
C0087	Conduct training on use of COLDER principle in global environments	100
C0096	Conduct training on walking techniques in global environments	100
I0205	Conduct training on methods of personnel recovery	100
I0213	Conduct training on procurement of water under evasion conditions	100
C0076	Conduct training on selection of shelter construction sites in global environments	100
C0090	Conduct training on use of global positioning systems (GPSs)	100
I0217	Conduct training on use of EPAs	100
I0204	Conduct training on methods of assisted evasion	100
I0207	Conduct training on overcoming barriers under evasion conditions	100
C0061	Conduct training on location and procurement of water in global environments	100
I0215	Conduct training on use of aircrew signaling devices under evasion conditions	100
I0212	Conduct training on procurement of food under evasion conditions	100
C0074	Conduct training on selection and maintenance of course of travel in global environments	100
I0209	Conduct training on preparation and storage of food under evasion conditions	100
C0066	Conduct training on preparation and preservation of food in global environments	100
I0216	Conduct training on use of clothing or equipment to satisfy needs under evasion conditions	100
C0095	Conduct training on use of topographic features for navigation	100
I0198	Conduct training on five phases of evasion	100
I0210	Conduct training on preparation and storage of water under evasion conditions	100
C0088	Conduct training on use of edibility tests	100
C0067	Conduct training on preparation of water in global environments	100

* Average Number of Tasks Performed - 115

TABLE 8

REPRESENTATIVE TASKS PERFORMED BY 1T051 PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING (N=158)
B0019	Critique student performances	91
B0043	Present formal or informal lectures	78
B0042	Prepare lesson plans	78
C0052	Conduct training on emotional reactions to psychological aspects of survival	75
B0044	Procure training aids, space, or equipment	75
C0053	Conduct training on factors which affect psychological aspects of survival	75
C0063	Conduct training on methods used to combat psychological stress	74
C0061	Conduct training on location and procurement of water in global environments	71
C0060	Conduct training on location and procurement of food in global environments	70
C0067	Conduct training on preparation of water in global environments	70
G0155	Conduct training on prevention and treatment of dehydration	69
C0084	Conduct training on use and maintenance of survival, evasion, resistance, and escape (SERE) equipment, other than cutting tools	69
C0073	Conduct training on satisfying individual needs, other than in captivity	68
C0051	Conduct training on determination of location in global environments	66
B0018	Conduct OJT	59
B0037	Evaluate progress of trainees	49
B0040	Maintain training records or files	47
B0039	Instruct learning principles and concepts	44
J0239	Conduct training on use of Code of Conduct during captivity	37
J0229	Conduct training on establishment of individual resistance postures	32
J0222	Conduct training on captor methods for exploiting Prisoners of War (PWs)	32
J0243	Conduct training on use of resistance techniques during interrogations	28
J0244	Conduct training on use of resistance techniques during propaganda efforts	27
J0236	Conduct training on role playing during captivity	24
A0003	Determine strategies for reinforcing individual and group resistance during exploitation	18

* Average Number of Tasks Performed - 123

TABLE 9

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T031 AND 1T051 PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASKS	DAFSC 1T031 (N=23)	DAFSC 1T051 (N=158)	DIFFERENCE
C0080 Conduct training on tying hitches	100	50	50
C0082 Conduct training on tying lashes	100	51	49
A0009 Perform survival training command post controller activities	74	27	47
C0079 Conduct training on transporting burdens	100	53	47
C0081 Conduct training on tying knots	100	53	47
I0186 Conduct training on appropriate behavior during assisted evasions	100	54	46
<hr/>			
B0018 Conduct OJT	17	59	-42
D0122 Conduct training on water survival equipment donning, such as life preserver units (LPUs) or anti-exposure suits	4	45	-41
D0121 Conduct training on use of single-place survival rafts	4	45	-41
L0280 Determine or establish work assignments or priorities	0	39	-39
L0273 Conduct self-inspections or self-assessments	0	38	-38
B0016 Conduct evaluations of instructors	9	47	-38

TABLE 10
REPRESENTATIVE TASKS PERFORMED BY 1T071 PERSONNEL

TASKS	PERCENT MEMBERS PERFORMING (N=67)
L0273 Conduct self-inspections or self-assessments	79
L0279 Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace	76
L0272 Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	75
L0280 Determine or establish work assignments or priorities	70
L0286 Develop or establish work schedules	70
L0285 Develop or establish work methods or procedures	70
B0040 Maintain training records or files	69
B0014 Brief organizational personnel concerning training	67
B0036 Evaluate effectiveness of training procedures	66
M0325 Initiate requests for TDY orders	66
B0029 Develop training schedules	64
L0309 Schedule personnel for temporary duty (TDY) assignments, leaves, or passes	63
B0020 Determine training requirements for instructors	63
B0016 Conduct evaluations of instructors	63
M0317 Compile data for records, reports, logs, or trend analyses	61
B0038 Inspect training materials or aids for operation or suitability	61
L0296 Evaluate personnel for compliance with performance standards	61
L0303 Interpret policies, directives, or procedures for subordinates	60
B0037 Evaluate progress of trainees	60
B0035 Evaluate training methods or techniques of instructors	58
L0291 Establish organizational policies, such as operating instructions (OIs) or standard operating procedures (SOPs)	58
L0316 Write replies to inspection reports	58
M0335 Write minutes of briefings, conferences, or meetings	57
B0028 Develop training programs, plans of instruction (POIs), or procedures, other than new equipment training programs	46

* Average Number of Tasks Performed - 120

TABLE 11

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T051 AND 1T071 PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASKS	DAFSC 1T051 (N=158)	DAFSC 1T071 (N=67)	DIFFERENCE
C0066 Conduct training on preparation and preservation of food in global environments	68	37	30
C0067 Conduct training on preparation of water in global environments	70	40	29
C0077 Conduct training on storage of food in global environments	68	42	27
C0060 Conduct training on location and procurement of food in global environments	70	45	25
C0078 Conduct training on storage of water in global environments	70	45	25
C0061 Conduct training on location and procurement of water in global environments	71	46	25
M0325			
L0272 Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	26	75	-49
L0316 Write replies to inspection reports	9	58	-49
L0315 Write recommendations for awards or decorations	24	66	-42
L0309 Schedule personnel for temporary duty (TDY) assignments, leaves, or passes	21	63	-42
L0273 Conduct self-inspections or self-assessments	38	79	-41

TABLE 12

REPRESENTATIVE TASKS PERFORMED BY 1T091 AND 1T000 PERSONNEL

TASKS		PERCENT MEMBERS PERFORMING (N=8)
B0036	Evaluate effectiveness of training procedures	100
B0035	Evaluate training methods or techniques of instructors	100
L0280	Determine or establish work assignments or priorities	100
L0306	Review budget requirements	100
L0279	Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace	100
L0303	Interpret policies, directives, or procedures for subordinates	100
L0272	Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	100
L0286	Develop or establish work schedules	100
L0288	Draft budget requirements	100
L0297	Evaluate personnel for promotion, demotion, reclassification, or special awards	100
L0308	Review drafts of supplements or changes to directives, such as policy directives, instructions, or manuals	100
L0309	Schedule personnel for temporary duty (TDY) assignments, leaves, or passes	100
B0014	Brief organizational personnel concerning training	100
L0314	Write or endorse military performance reports	100
L0296	Evaluate personnel for compliance with performance standards	100
L0285	Develop or establish work methods or procedures	100
B0016	Conduct evaluations of instructors	100
L0315	Write recommendations for awards or decorations	100
L0278	Counsel subordinates concerning personal matters	100
L0275	Conduct supervisory performance feedback sessions	100
L0273	Conduct self-inspections or self-assessments	100
L0311	Write job or position descriptions	100
L0270	Assign personnel to work areas or duty positions	100
L0291	Establish organizational policies, such as operating instructions (OIs) or standard operating procedures (SOPs)	80

*Average number of tasks performed - 110

TABLE 13

TASKS WHICH BEST DIFFERENTIATE BETWEEN DAFSCs 1T071 AND 1T091/1T000 PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASKS	DAFSC 1T071 (N=67)	DAFSCs 1T091/00 (N=8)	DIFFERENCE
B0043	70	20	50
I0197	45	0	45
B0042	63	20	43
G0162	42	0	42
C0083	37	0	37
G0170	36	0	36
L0278	61	100	-39
B0026	22	60	-38
L0302	63	100	-37
B0020	63	100	-37
B0016	63	100	-37
L0309	63	100	-37

TRAINING ANALYSIS

Occupational survey data are one of many sources of information which can be used to assist in the development of a training program relevant to the needs of personnel in their first enlistment. Factors which may be used in evaluating training include the overall description of the work being performed by first-job or first-enlistment personnel and their overall distribution across career ladder jobs, percentages of first-job (1-24 months' TAFMS) or first-enlistment (1-48 months' TAFMS) members performing specific tasks, as well as TE and TD ratings (previously explained in the **SURVEY METHODOLOGY** section).

First-Job Personnel

This study has only 18 members in their first-job assignment (1-24 months' TAFMS), representing only 7 percent of the survey sample. Table 14 displays the relative time spent on duties by first-job personnel. As seen in this table, first-job personnel spend 76 percent of their time conducting the Global Survival and Evasion Training tasks of Duties C and I, with smaller percentages of time spread across the other duty areas of the job inventory. Table 15 lists representative tasks performed by these first-job personnel and reflects the technical job performed by these newly assigned personnel.

First-Enlistment Personnel

There are 69 members in their first-enlistment (1-48 months' TAFMS), representing 27 percent of the total survey sample. Figure 2 reflects the distribution of first-enlistment personnel within the career ladder. Table 16 displays the relative percent of time spent on duties by first-enlistment personnel. First-enlistment personnel spend 59 percent of their time conducting the Global Survival and Evasion Training tasks of Duties C and I. First-enlistment personnel are primarily performing in the Survival and Evasion Cluster, with representative tasks performed displayed in Table 17.

**DISTRIBUTION OF 1T0X1 FIRST-ENLISTMENT PERSONNEL
ACROSS SPECIALTY JOBS
(N = 69)**

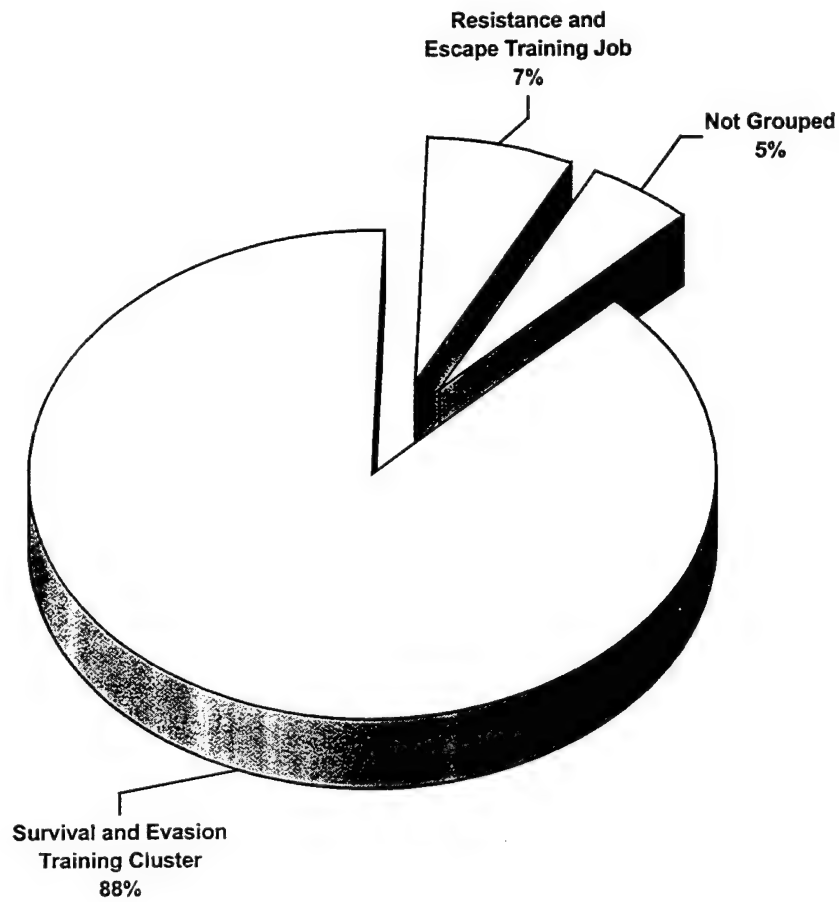


FIGURE 2

TABLE 14

RELATIVE PERCENT TIME SPENT ON DUTIES BY
FIRST-JOB PERSONNEL (1-24 MONTHS' TAFMS)
(N=18)

DUTIES	PERCENT TIME SPENT
A PERFORMING GENERAL SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE) ACTIVITIES	1
B PERFORMING INSTRUCTOR ACTIVITIES	4
C CONDUCTING GLOBAL SURVIVAL TRAINING	43
D CONDUCTING OPEN SEAS SURVIVAL TRAINING	3
E CONDUCTING UNDERWATER EGRESS TRAINING	*
F CONDUCTING EMERGENCY PARACHUTING AND POST-EGRESS TRAINING	1
G CONDUCTING MEDICAL TRAINING	11
H CONDUCTING ROUGHLAND TRAVEL AND EVACUATION TRAINING	*
I CONDUCTING EVASION TRAINING	33
J CONDUCTING RESISTANCE AND ESCAPE TRAINING	1
K PERFORMING OPERATIONS SUPPORT AND TRAINING ACTIVITIES	1
L PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	*
M PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER (TO) SYSTEM ACTIVITIES	*
N PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES	1

“*” indicates less than 1 percent

TABLE 15

REPRESENTATIVE TASKS PERFORMED BY AFSC 1T0X1
FIRST-JOB PERSONNEL (1-24 MONTHS' TAFMS)

TASKS	PERCENT MEMBERS PERFORMING (N=18)
C0068 Conduct training on prioritization of survivor needs in global environments, other than under evasion conditions	100
I0204 Conduct training on methods of assisted evasion	100
C0077 Conduct training on storage of food in global environments	100
I0191 Conduct training on determination of location under evasion conditions	100
I0217 Conduct training on use of EPAs	100
C0095 Conduct training on use of topographic features for navigation	100
I0198 Conduct training on five phases of evasion	100
C0081 Conduct training on tying knots	100
I0186 Conduct training on appropriate behavior during assisted evasions	100
I0205 Conduct training on methods of personnel recovery	100
I0210 Conduct training on preparation and storage of water under evasion conditions	100
I0209 Conduct training on preparation and storage of food under evasion conditions	100
I0211 Conduct training on prioritization of needs under evasion conditions	100
I0192 Conduct training on development of evasion plans of action (EPAs)	100
I0187 Conduct training on authentication procedures	100
C0086 Conduct training on use of celestial aids for navigation	100
C0064 Conduct training on personal hygiene in global environments	100
C0092 Conduct training on use of improvised equipment in global environments	100
C0069 Conduct training on recovery site selection in global environments	100
C0088 Conduct training on use of edibility tests	100
I0201 Conduct training on impact of evasion conditions on satisfying needs	100
C0060 Conduct training on location and procurement of food in global environments	100
C0057 Conduct training on guiding recovery forces in global environments, other than under evasion conditions	100
C0062 Conduct training on location of naturally occurring shelters in global environments	100

* Average Number of Tasks Performed - 144

TABLE 16

RELATIVE PERCENT TIME SPENT ON DUTIES BY
FIRST-ENLISTMENT PERSONNEL (1-48 MONTHS' TAFMS)
(N=69)

DUTIES	PERCENT TIME SPENT
A PERFORMING GENERAL SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE) ACTIVITIES	1
B PERFORMING INSTRUCTOR ACTIVITIES	8
C CONDUCTING GLOBAL SURVIVAL TRAINING	36
D CONDUCTING OPEN SEAS SURVIVAL TRAINING	5
E CONDUCTING UNDERWATER EGRESS TRAINING	*
F CONDUCTING EMERGENCY PARACHUTING AND POST-EGRESS TRAINING	1
G CONDUCTING MEDICAL TRAINING	9
H CONDUCTING ROUGHLAND TRAVEL AND EVACUATION TRAINING	1
I CONDUCTING EVASION TRAINING	25
J CONDUCTING RESISTANCE AND ESCAPE TRAINING	6
K PERFORMING OPERATIONS SUPPORT AND TRAINING ACTIVITIES	2
L PERFORMING MANAGEMENT AND SUPERVISORY ACTIVITIES	2
M PERFORMING GENERAL ADMINISTRATIVE AND TECHNICAL ORDER (TO) SYSTEM ACTIVITIES	*
N PERFORMING GENERAL SUPPLY AND EQUIPMENT ACTIVITIES	2

“*” indicates less than 1 percent

TABLE 17

REPRESENTATIVE TASKS PERFORMED BY AFSC 1T0X1
FIRST-ENLISTMENT PERSONNEL (1-48 MONTHS' TAFMS)

TASKS		PERCENT MEMBERS PERFORMING (N=69)
C0052	Conduct training on emotional reactions to psychological aspects of survival	90
C0053	Conduct training on factors which affect psychological aspects of survival	90
C0069	Conduct training on recovery site selection in global environments	88
C0076	Conduct training on selection of shelter construction sites in global environments	88
C0063	Conduct training on methods used to combat psychological stress	88
B0019	Critique student performances	87
C0061	Conduct training on location and procurement of water in global environments	87
C0060	Conduct training on location and procurement of food in global environments	87
C0079	Conduct training on transporting burdens	87
C0078	Conduct training on storage of water in global environments	87
C0084	Conduct training on use and maintenance of survival, evasion, resistance, and escape (SERE) equipment, other than cutting tools	87
B0042	Prepare lesson plans	86
I0198	Conduct training on five phases of evasion	86
C0096	Conduct training on walking techniques in global environments	86
C0087	Conduct training on use of COLDER principle in global environments	86
C0067	Conduct training on preparation of water in global environments	86
C0062	Conduct training on location of naturally occurring shelters in global environments	86
C0066	Conduct training on preparation and preservation of food in global environments	86
C0051	Conduct training on determination of location in global environments	84
C0095	Conduct training on use of topographic features for navigation	84
C0074	Conduct training on selection and maintenance of course of travel in global environments	84
I0201	Conduct training on impact of evasion conditions on satisfying needs	83
I0206	Conduct training on navigation under evasion conditions	83
I0200	Conduct training on imminent capture actions	77
B0043	Present formal or informal lectures	70

* Average Number of Tasks Performed - 113

Training Emphasis (TE) and Task Difficulty (TD) Data

TE and TD data are secondary factors that can assist technical school personnel in deciding which tasks should be emphasized in entry-level training. These ratings, based on the judgments of senior career ladder NCOs working at operational units in the field, are collected to provide training personnel with a rank-ordering of those tasks in the JI considered important for first-enlistment personnel training, along with a measure of the difficulty of the JI tasks. When combined with data on the percentages of first-enlistment personnel performing tasks, comparisons can then be made to determine if training adjustments are necessary. For example, tasks receiving high ratings on both task factors, accompanied by moderate to high percentages performing, may warrant resident training. Those tasks receiving high task factor ratings, but low percentages performing, may be more appropriately planned for OJT programs within the career ladder. Low task factor ratings may highlight tasks best omitted from training for first-enlistment personnel, but this decision must be weighed against percentages of personnel performing the tasks, command concerns, and criticality of the tasks.

To assist technical school personnel, AFOMS has developed a computer program that incorporates these secondary factors and the percentage of first-enlistment personnel performing each task to produce an Automated Training Indicator (ATI) for each task. These indicators correspond to training decisions listed and defined in the Training Decision Logic Table found in Attachment 2, AETCI 36-2601, and allows course personnel to quickly focus their attention on those tasks which are most likely to qualify for initial resident course consideration.

Table 18 presents tasks with the highest TE ratings for AFSC 1T0X1 first-enlistment airmen, while Table 19 displays those tasks AFSC 1T0X1 raters judged to be most difficult to learn. For example, TE raters (refer to Table 18) reported that a task such as conducting training on determination of location in global environments requires a high degree of training emphasis. From the data, most airmen in their first job and within their first enlistment are performing this task. Table 19 shows TD raters reported performing test parachutist activities to be among the most difficult tasks to learn. However, due to the low numbers of first-job, first-enlistment, and 3-skill level members performing these types of tasks, they would be inappropriate for inclusion in a resident curriculum and are more appropriately taught as OJT items.

Various lists of tasks, accompanied by TE and TD ratings, and where appropriate, ATI information, are contained in the TRAINING EXTRACT package and should be reviewed in detail by training school personnel. (For a more detailed explanation of TE and TD ratings, see Task Factor Administration in the SURVEY METHODOLOGY section of this report.)

TABLE 18

TASKS RATED HIGHEST IN TRAINING EMPHASIS

TASKS	TNG EMP*	PERCENT MEMBERS PERFORMING		TASK DIFF**
		1ST JOB (N=18)	1ST ENL (N=69)	
C0051	7.69	94	84	5.01
I0199	7.69	100	84	5.49
I0215	7.59	100	83	4.90
C0049	7.56	94	83	4.12
I0203	7.56	100	84	4.83
I0220	7.53	94	81	5.10
I0205	7.53	100	83	5.41
I0217	7.53	100	81	5.75
C0095	7.53	100	84	5.26
I0196	7.50	100	81	5.12
C0057	7.50	100	84	4.81
I0190	7.47	100	83	5.07
I0200	7.47	89	77	5.19
I0197	7.47	89	78	5.28
I0191	7.47	100	83	5.68
I0206	7.44	100	83	5.85
I0192	7.44	100	81	5.70
I0188	7.44	100	81	4.70
* Mean TE Rating is 4.28, and Standard Deviation is 2.33 (High TE = 6.61)				
** Average TD Rating is 5.00, and Standard Deviation is 1.00				

TABLE 19

TASKS RATED HIGHEST IN TASK DIFFICULTY

TASKS	TASK DIFF	1ST JOB (N=18)	PERCENT MEMBERS PERFORMING				TNG EMP
			1ST ENL (N=69)	5-SKL LVL (N=158)	7-SKL LVL (N=67)		
F0147	8.10	0	1	9	13	2.00	
K0262	8.00	6	7	18	16	2.69	
B0023	7.70	0	1	6	4	0.94	
K0261	7.66	6	7	11	18	2.97	
F0145	7.55	0	3	13	22	2.78	
K0255	7.51	6	6	16	9	3.31	
K0266	7.49	11	12	9	21	3.41	
F0144	7.41	0	1	3	13	2.22	
K0254	7.40	6	7	21	22	2.69	
L0289	7.09	0	1	9	22	0.75	
B0025	6.98	0	6	27	34	2.16	
B0022	6.88	0	0	2	7	0.56	
K0264	6.87	0	6	14	16	3.25	
F0148	6.87	0	3	23	27	3.41	
K0247	6.81	44	39	24	21	4.72	
F0146	6.80	0	6	15	24	2.88	
B0017	6.78	0	1	6	30	1.25	
A0010	6.68	0	3	14	30	0.91	
L0288	6.64	0	3	18	43	0.91	
K0260	6.59	0	6	12	13	2.69	
B0021	6.54	0	1	12	33	1.66	
K0251	6.52	17	10	21	24	4.78	
K0248	6.47	6	9	21	16	4.31	

* Mean TE Rating is 4.28, and Standard Deviation is 2.33 (High TE = 6.61)

** Average TD Rating is 5.00, and Standard Deviation is 1.00

Specialty Training Standard (STS)

A comprehensive review of STS 1T0X1, dated August 1999, compared STS items to survey data (based on the previously mentioned assistance from subject-matter experts in matching JI tasks to STS elements). STS elements containing general knowledge information, mandatory entries, subject-matter-knowledge-only requirements, or basic supervisory responsibilities were not examined. Task knowledge and performance elements of the STS were compared against the standard set forth in AETCI 36-2601 and AFI 36-2623. Typically, STS elements that are matched to tasks with sufficiently high TE and TD ratings are performed by at least 20 percent of personnel in appropriate skill-level groups, such as first-job members (1 - 24 months' TAFMS) and 3-skill level members, should be considered for inclusion in the STS. Likewise, elements matched to tasks with less than 20 percent performing in these groups should be considered for deletion from the STS.

The majority of the 1T0X1 STS elements matched to JI tasks are well supported by occupational survey data. However, several elements, some of which are shown below with associated tasks, were found to be unsupported:

STS	LEARNING OBJECTIVE	3-SKL LVL PROFICIENCY CODE	PERCENT MEMBERS PERFORMING			
			TNG EMP	1ST JOB	1ST ENL	3-SKL LVL
49	<i>Perform post-egress parachute procedures</i>	2b				
Task	F0135. Conduct training on procedures for post-egress parachuting		5.31	0	9	0
50	<i>Perform parachute landing procedures</i>	2b				
Task	F0135. Conduct training on procedures for parachute landings		5.66	11	19	9
104	<i>Use Evacuation Equipment</i>	2b				
Task	H0183. Conduct training on use and maintenance of evacuation equipment		4.47	0	10	0

Tasks not referenced to any element of the STS are listed at the end of the STS computer listing of the Training Extract. Table 20 lists examples of tasks not referenced to STS elements with 20 percent or more first-job, first enlistment, or 3-skill level members performing. The majority of these tasks have high percent members performing, high TE ratings, and average TD ratings. Training personnel should review these tasks for inclusion in the STS.

TABLE 20

EXAMPLES OF TASKS NOT REFERENCED TO STS ELEMENTS
WITH 20 PERCENT OR MORE MEMBERS PERFORMING

TASKS	PERCENT MEMBERS PERFORMING						TASK DIFF	ATI
	1ST (N=18)		1ST ENL (N=69)		3-SKL LVL (N=23)			
	TNG EMP	JOB						
I0199	7.69	100	84	100	100	5.49	18	
I0201	7.31	100	83	100	100	4.75	18	
I0195	6.66	100	75	91	91	4.94	18	
I0208	7.34	89	72	87	87	4.90	18	
C0059	6.44	83	75	78	78	4.98	17	
A0009	1.78	61	58	74	74	4.43	16	
G0215	5.30	56	63	64	64	5.03	18	

* Mean TE Rating = 4.28 Standard Deviation = 2.33 (High TE = 6.61)

** Mean TD Rating = 5.00 Standard Deviation = 1.00 (High TD = 6.00)

JOB SATISFACTION ANALYSIS

An examination of the job satisfaction indicators of various groups can give career ladder managers a better understanding of some of the factors which may affect the job performance of airmen in the career ladder. Attitude questions covering job interest, perceived utilization of talents and training, sense of accomplishment from work, and reenlistment intentions were included in the survey to provide indications of job satisfaction.

Table 21 presents job satisfaction data for AFSC 1T0X1 TAFMS groups, together with TAFMS data for a comparative sample of Operations career ladders surveyed in 1998. Across all three TAFMS groups, AFSC 1T0X1 members rated perception of job interest, utilization of talents, and sense of accomplishment gained from work higher than the comparative sample.

An indication of how job satisfaction perceptions have changed over time is provided in Table 22, where TAFMS data for the current survey respondents are compared to the 1997 survey respondents. Job interest has slightly decreased for second-enlistment personnel. Perceived utilization of talents has decreased for all TAFMS groups as has sense of accomplishment gained from work. Perceived utilization of training remains about the same for all TAFMS groups compared to survey respondents from 1997. Reenlistment intentions has decreased for the second-enlistment personnel and career airmen with more planning to retire as compared to 1997.

In Table 23, a review of the job satisfaction ratings for the cluster and specialty jobs in this survey reveals that airmen in all jobs responded very positively to all the indicators listed. The exception is the Management and Supervision Job who indicated somewhat lower ratings for utilization of talents, utilization of training, sense of accomplishment gained from work, and reenlistment intentions.

TABLE 21

COMPARISON OF JOB SATISFACTION INDICATORS BY TAFMS GROUPS
(PERCENT MEMBERS RESPONDING)

	1-48 MOS TAFMS		49-96 MOS TAFMS		97+ MOS TAFMS	
	1T0X1 (N=69)	COMP SAMPLE* (N=1,144)	1T0X1 (N=43)	COMP SAMPLE* (N=835)	1T0X1 (N=144)	COMP SAMPLE* (N=3,647)
EXPRESSED JOB INTEREST:						
INTERESTING	91	72	93	73	92	78
SO-SO	6	14	5	16	5	13
DULL	3	14	2	11	3	9
PERCEIVED UTILIZATION OF TALENTS:						
FAIRLY WELL TO PERFECTLY	81	75	86	76	78	83
LITTLE OR NOT AT ALL	19	25	14	24	22	17
PERCEIVED UTILIZATION OF TRAINING:						
FAIRLY WELL TO PERFECTLY	100	88	93	87	90	86
LITTLE OR NOT AT ALL	0	12	7	13	10	14
SENSE OF ACCOMPLISHMENT GAINED FROM WORK:						
SATISFIED	72	68	60	64	65	69
NEUTRAL	26	14	30	13	31	10
DISSATISFIED	2	18	10	23	4	21
REENLISTMENT INTENTIONS:						
YES, OR PROBABLY YES	66	45	67	50	67	60
NO, OR PROBABLY NO	34	55	33	50	10	16
PLAN TO RETIRE	0	0	0	0	23	24

* Comparative sample of Operations career ladders surveyed in 1998 include the 1A0X1, 1A2X1, 1A4X1, 1C1X1, 1C3X1, 1C5X1, and 1T2X1 AFSCs.

TABLE 22

COMPARISON OF CURRENT SURVEY AND PREVIOUS SURVEY TAFMS GROUPS
(PERCENT MEMBERS RESPONDING)

	1-48 MOS TAFMS		49-96 MOS TAFMS		97+ MOS TAFMS	
	2000 1T0X1 (N=69)	1997 1T0X1 (N=68)	2000 1T0X1 (N=43)	1997 1T0X1 (N=49)	2000 1T0X1 (N=144)	1997 1T0X1 (N=123)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	91	92	93	100	92	92
SO-SO	6	8	5	0	5	5
DULL	3	0	2	0	3	3
<u>PERCEIVED UTILIZATION OF TALENTS:</u>						
FAIRLY WELL TO PERFECTLY	81	100	86	100	78	93
LITTLE OR NOT AT ALL	19	0	14	0	22	7
<u>PERCEIVED UTILIZATION OF TRAINING:</u>						
FAIRLY WELL TO PERFECTLY	100	100	93	97	90	89
LITTLE OR NOT AT ALL	0	0	7	3	10	11
<u>SENSE OF ACCOMPLISHMENT GAINED FROM WORK:</u>						
SATISFIED	72	86	60	89	65	85
NEUTRAL	26	3	30	8	31	4
DISSATISFIED	2	11	10	3	4	11
<u>REENLISTMENT INTENTIONS:</u>						
YES, OR PROBABLY YES	66	68	67	92	67	84
NO, OR PROBABLY NO	34	30	33	8	10	6
PLAN TO RETIRE	0	2	0	0	23	10

TABLE 23

COMPARISON OF JOB SATISFACTION INDICATORS BY SPECIALTY JOBS
(PERCENT MEMBERS RESPONDING)

	Survival and Evasion Cluster (STG014) (N=180)	Management and Supv Job (STG017) (N=20)	Res/Esc Trg Instructor Job (STG016) (N=35)
<u>EXPRESSED JOB INTEREST:</u>			
INTERESTING	93	95	94
SO-SO	4	5	6
DULL	3	0	0
<u>PERCEIVED UTILIZATION OF TALENTS:</u>			
FAIRLY WELL TO PERFECTLY	94	95	100
LITTLE OR NOT AT ALL	6	5	0
<u>PERCEIVED UTILIZATION OF TRAINING:</u>			
FAIRLY WELL TO PERFECTLY	94	80	100
LITTLE OR NOT AT ALL	6	20	0
<u>SENSE OF ACCOMPLISHMENT GAINED FROM WORK:</u>			
SATISFIED	87	70	91
NEUTRAL	4	15	3
DISSATISFIED	9	15	6
<u>REENLISTMENT INTENTIONS:</u>			
YES, OR PROBABLY YES	73	45	64
NO, OR PROBABLY NO	18	15	25
WILL RETIRE	9	40	11

IMPLICATIONS

This survey was initiated to provide current job and task data for use in evaluating the AFMAN 36-2108 *Specialty Description* and appropriate training documents.

Survey results clearly indicate that the present classification structure, as described in the latest specialty description, accurately portrays the jobs performed in this career ladder. Based on the survey data, the career ladder training documents appear, on the whole, to be supported by survey data. Some tasks warrant review for inclusion in the STS and some STS elements require review to ensure appropriate proficiency coding. The career ladder progression is somewhat typical, with the move from technical work at the 3- and 5-skill levels to supervisory and management tasks at the 7-skill level.

Overall, job satisfaction is higher for all TAFMS groups compared to sample of like Operations AFSCs surveyed in 1998. Ratings for job interest, utilization of talents, utilization of training, and sense of accomplishment are higher or stable for this study's TAFMS groups compared to the 1997 study. Reenlistment intentions are lower for all TAFMS groups.

THIS PAGE INTENTIONALLY LEFT BLANK

APPENDIX A

SELECTED REPRESENTATIVE TASKS PERFORMED
BY SPECIALTY JOB GROUPS

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE A1

SURVIVAL AND EVASION CLUSTER (STG014)

TASKS		PERCENT MEMBERS PERFORMING (N=180)
B0019	Critique student performances	94
B0042	Prepare lesson plans	91
C0061	Conduct training on location and procurement of water in global environments	90
C0057	Conduct training on guiding recovery forces in global environments, other than under evasion conditions	89
C0060	Conduct training on location and procurement of food in global environments	89
C0078	Conduct training on storage of water in global environments	89
C0053	Conduct training on factors which affect psychological aspects of survival	89
C0067	Conduct training on preparation of water in global environments	88
C0085	Conduct training on use of aircrew signaling devices in global environments, other than under evasion conditions	88
C0052	Conduct training on emotional reactions to psychological aspects of survival	88
C0063	Conduct training on methods used to combat psychological stress	88
C0068	Conduct training on prioritization of survivor needs in global environments, other than under evasion conditions	88
C0084	Conduct training on use and maintenance of survival, evasion, resistance, and escape (SERE) equipment, other than cutting tools	88
G0155	Conduct training on prevention and treatment of dehydration	87
C0087	Conduct training on use of COLDER principle in global environments	87
C0088	Conduct training on use of edibility tests	87
C0077	Conduct training on storage of food in global environments	87
B0043	Present formal or informal lectures	86
C0073	Conduct training on satisfying individual needs, other than in captivity	86
C0094	Conduct training on use of recovery devices in global environments, other than under evasion conditions	86
C0066	Conduct training on preparation and preservation of food in global environments	86

TABLE A2

MANAGEMENT AND SUPERVISION JOB (STG017)

TASKS		PERCENT MEMBERS PERFORMING (N=20)
L0280	Determine or establish work assignments or priorities	95
B0036	Evaluate effectiveness of training procedures	90
L0286	Develop or establish work schedules	90
L0285	Develop or establish work methods or procedures	90
L0273	Conduct self-inspections or self-assessments	90
L0279	Determine or establish logistics requirements, such as personnel, equipment, tools, parts, supplies, or workspace	85
L0278	Counsel subordinates concerning personal matters	85
B0035	Evaluate training methods or techniques of instructors	80
L0272	Conduct general meetings, such as staff meetings, briefings, conferences, or workshops	80
L0303	Interpret policies, directives, or procedures for subordinates	80
L0309	Schedule personnel for temporary duty (TDY) assignments, leaves, or passes	80
L0314	Write or endorse military performance reports	80
B0014	Brief organizational personnel concerning training	80
L0315	Write recommendations for awards or decorations	80
L0296	Evaluate personnel for compliance with performance standards	80
L0292	Establish performance standards for subordinates	80
L0297	Evaluate personnel for promotion, demotion, reclassification, or special awards	75
L0291	Establish organizational policies, such as operating instructions (OIs) or standard operating procedures (SOPs)	75
M0317	Compile data for records, reports, logs, or trend analyses	70
B0037	Evaluate progress of trainees	65
B0038	Inspect training materials or aids for operation or suitability	65
L0308	Review drafts of supplements or changes to directives, such as policy directives, instructions, or manuals	65
B0029	Develop training schedules	65

TABLE A3

RESISTANCE AND ESCAPE TRAINING INSTRUCTOR JOB (STG016)

TASKS		PERCENT MEMBERS PERFORMING (N=35)
J0236	Conduct training on role playing during captivity	100
J0243	Conduct training on use of resistance techniques during interrogations	97
J0229	Conduct training on establishment of individual resistance postures	97
J0223	Conduct training on captor objectives for exploiting PWs	94
J0244	Conduct training on use of resistance techniques during propaganda efforts	94
J0222	Conduct training on captor methods for exploiting Prisoners of War (PWs)	94
J0231	Conduct training on interrogation processes	94
J0239	Conduct training on use of Code of Conduct during captivity	94
J0240	Conduct training on use of Geneva Conventions during captivity	94
J0224	Conduct training on combat captivity conditions	91
B0019	Critique student performances	89
J0225	Conduct training on cross-gender aspects of captivity	89
J0233	Conduct training on organizing individual needs in captivity	86
J0245	Conduct training on use of Uniform Code of Military Justice (UCMJ) during captivity	86
J0237	Conduct training on techniques to combat psychological stress during captivity	86
A0003	Determine strategies for reinforcing individual and group resistance during exploitation	80
A0005	Determine the impact of coercion during resistance training	77
J0241	Conduct training on use of group resistance techniques	77
J0221	Conduct training on adapting survival principles during captivity	74
J0228	Conduct training on establishment of group resistance postures	74
J0226	Conduct training on establishment of covert communications techniques	74
J0242	Conduct training on use of resistance techniques during indoctrinations	71
A0004	Determine strategies for reinforcing individual resistance in group settings during exploitation	71
J0232	Conduct training on organizing group needs in captivity	69
J0227	Conduct training on establishment of covert organizational structures	69

THIS PAGE INTENTIONALLY LEFT BLANK